

Academy *for* Professional Excellence

SAN DIEGO STATE UNIVERSITY SCHOOL OF SOCIAL WORK



Annual Report 2013-2014



Inspiring Innovative Solutions in Health and Human Services



MESSAGE FROM DIRECTORS

This past year can best be characterized as a year of significant growth and evolution for the Academy. Our incredibly dedicated team of Academy staff has continued to work diligently to expand and adapt our services to align with the needs of our stakeholders. In addition to substantially increasing the number of classroom trainings we deliver, we have expanded our coaching services throughout the southern region, and have developed a number of new online courses and mobile applications. This report provides a summary of the work being done by each of our Academy programs. The infographic on this page summarizes a few of our key accomplishments.

We thank you for your ongoing commitment to our mission to provide quality training and organizational support to the health and human services community. We look forward to continuing this important work together in the coming years.

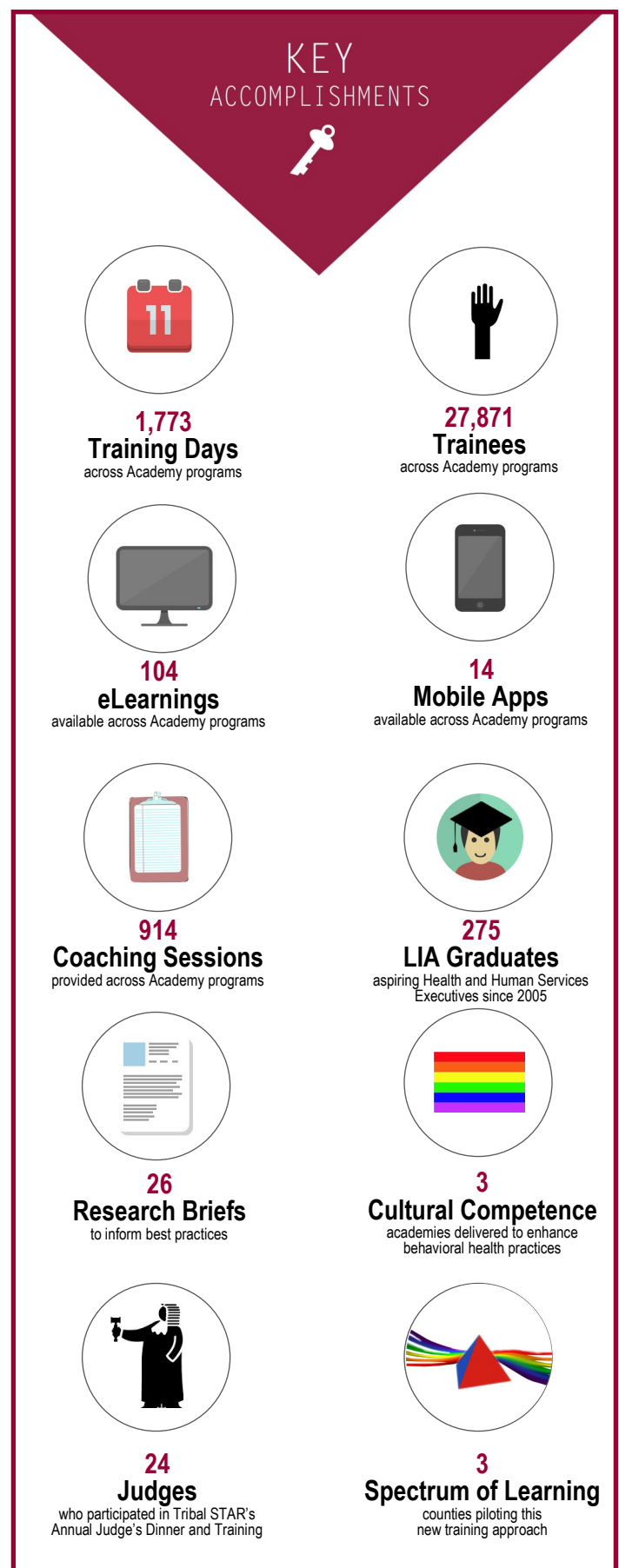
Sincerely,



Anita Harbert, PhD
Executive Director



Jennifer Tucker-Tatlow, MSW
Director



KEY PRIORITIES FOR THE FUTURE

- Demonstrate the effectiveness of our [*Spectrum of Learning*](#) (multi-modal, spaced learning) training approach.
- Expand the use of mobile apps to reinforce key practice concepts and to make tools and resources readily available “in the moment.”
- Continue to expand coaching services (both online and in the field) to reinforce practice skills and support the implementation of new practices and interventions.
- Partner with our stakeholders to identify and implement professional development strategies that support, evaluate, and reinforce health and human service agency priorities.



BHETA



BHETA (*Behavioral Health Education and Training Academy*) provides the County of San Diego Behavioral Health System with staff development services that increase competency in health integration, culture, co-occurring disorders, and the provision of resilience, family-focused, trauma-informed and recovery-based services. BHETA coordinates classes, conferences, and trainings; provides curriculum and trainer development; develops eLearning courses; offers consultation, research, and staffing needs assessments in the area of mental health and substance abuse; and provides peer education groups for people new to recovery. Services are provided to County and contract staff, consumers, peers, and family members.

TRAINING

- *Delivery*: Overall, 54 different classes were offered, 43 of which were new. Classes provided a total of 878 training hours to County of San Diego Behavioral Health System county and contracted staff. BHETA hosted a conference focused on community violence, *Violence Interrupted*, that provided attendees opportunities and solutions to interrupt violence cycles in our communities. Ten training series were delivered: *CADRE*, *Introduction to Geriatric Mental Health*, *Working with People Who are at Risk for Violent Behavior*, *Cognitive Behavioral Therapy with Youth and Adolescents*, *Cognitive Behavioral Therapy with Adults*, *Roadmap to Recovery Facilitator Training*, *Solution Focused Behavioral Treatment*, *Pathways to Well-Being*, *TF-CBT*, and *Advanced Geriatric Mental Health Training*. In total, training was delivered to 8,708 trainees. A total of 633 Roadmap-to-Recovery (R2R) education groups were held throughout San Diego County in club houses for people living with mental illness. Of the total 2,989 people who attended R2R groups, 1,482 were unique individuals. Cultural Competency Academy (CCA) is training its third cohort. The current CCA is focused on LGBTIQ populations. The second cohort of CCA had 33 graduates.
- *Curriculum Development*: Curriculum development was focused on distance learning. Nine eLearnings were created; *Overview of Self-Regulation in Children*, *Eight Major Criminogenic Risk Factors*, *Introduction of CYF BHS (revised)*, *Autism Spectrum*, *BHS Overview (revised)*, *Mindfulness*, *Introduction to Working with People Who are at Risk for Violent Behavior*, and *Male Survivors of Sexual Abuse*.

Curriculum was developed for the *Pathways to Well-Being* training series and the training for trainers. The year-long direct service Cultural Competency Academy curriculum was developed with an emphasis on participants being able to demonstrate skills for working with people who identify as LGBTIQ.

KEY PRIORITIES FOR THE FUTURE

BHETA will focus on expanding services to individuals in private practice needing continuing education services as well as private and nonprofit organizations seeking recovery education services.



LIA



LIA (*Leaders in Action*) is an executive development program tailored to meet the needs of the Southern Area Consortium of Human Services (SACHS). LIA incorporates evidence-based professional development techniques in the curricula to prepare tomorrow's leaders to meet the challenges of the human services field. In the ten years LIA has been delivered, there have been 275 graduates from the eight SACHS counties. This cohort of executives/managers now has a cumulative impact on the Southern Region human services agencies. While there have been numerous promotions within this cohort, the best outcome has been each graduate returning to their agency bringing added value to their organization.

TRAINING

- *Delivery:* Delivered 16 days of training, including LIA training for a cohort of 28 participants and an orientation for their supervisors.
- *Development:* Continued refinement of executive development training, which supports SACHS Counties' succession plan for developing executive-ready staff. Curriculum enhancements included increasing training hours for three topics (based on trainee feedback) and developing a mobile application on Critical Thinking.
- *Research and Evaluation:* Continued to utilize Transfer of Learning tools for executive development, including monthly transfer of learning communication with trainee supervisors. Conducted a multi-year evaluation of the LIA program and its impact on counties and participants.

TECHNICAL ASSISTANCE

- *Consultation:* Provided five individual executive coaching meetings to each participant to facilitate the *360 Degree Assessment* results and *Individual Development Plans*.

KEY PRIORITIES FOR THE FUTURE

- Provide new trainings for team building/conflict resolution and self-care.
- Develop expansion plan to add a second cohort for non Title IV-E participants.



MASTER



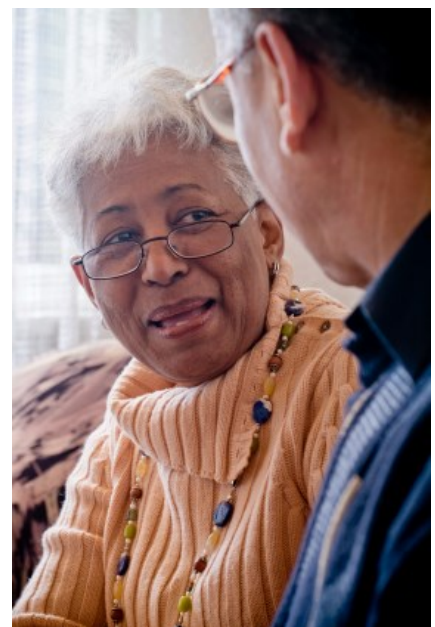
MASTER (*Multi-disciplinary Adult Services Training & Evaluation for Results*) develops and delivers competency-based multi-disciplinary training to Adult Protective Services (APS) staff and their partners. Primarily funded by the California Department of Social Services (CDSS), with additional funding from private foundations (the Archstone Foundation and the Huguette Clark Family Fund for Protection of Elders), MASTER's overarching goal is the professionalization of APS staff to ensure vulnerable adults and seniors receive high quality, effective interventions.

TRAINING

- *Development & Delivery:* We delivered eight in-person trainings under our CDSS contract to the eight southernmost California counties. Training topics included *Dynamics of Abusive Relationships, Caregiver Neglect, Working with the Criminal Justice System, and Financial Exploitation*. We piloted two blended learning courses in San Diego: *Involuntary Case Planning and APS Interviewing*. We also presented a large in-person training on field safety entitled, *Safety First*. We are currently working on the conversion of four in-person classes into eLearnings under our Archstone grant. These include *Elder Sexual Abuse, APS Values and Ethics, Collaboration, and Voluntary Case Planning*. Under our grant from the Huguette Clark Family Fund for Protection of Elders, we are developing two financial abuse related eLearnings. These include a *Financial Abuse 101* course developed using gamification, and a course on *Undue Influence by Professionals*. With funding from the New York Community Trust, we have also helped spearhead the development of a National APS Worker Certification Program based on current APS core competences.

TECHNICAL ASSISTANCE

- *Consultation:* Provided Board representation to the National Adult Protective Services Association (NAPSA) and to the National Committee for the Prevention of Elder Abuse (NCPEA); provided updates and technical assistance to the County Welfare Directors Association's Adult Services and Protective Services Operations Committees; represented the California Elder Justice Coalition, presented multiple workshops at the NAPSA Conference, provided a monthly Trainer's Forum call and organized a monthly APS nurses Forum call. In addition, we have been providing individual consultation to a number of states on the development of their state APS training requirements.



KEY PRIORITIES FOR THE FUTURE

We continue to work toward the end goal of providing comprehensive core training for all new APS workers while striving to provide experienced workers with advanced trainings targeted to their changing needs.

PCWTA



PCWTA (*Public Child Welfare Training Academy*) is one of five Title IV-E funded regional training academies in the state of California. Working in partnership with the five counties of the Southern Region (Imperial, Orange, Riverside, San Bernardino, and San Diego), PCWTA provides training, coaching, and technical assistance to meet the organizational and workforce demands of the region.

Additionally, PCWTA provides advanced training for Los Angeles County, and culturally relevant, practice-based curricula to all stakeholders.

SERVICE DELIVERY

- Training and Coaching: 701 days of training were delivered including: Lineworker Cores, Supervisor Cores, Manager Core, and advanced practice-based topics, for a 62% increase over training days delivered in FY12-13. 250 coaching days were delivered in four counties for a 185% increase over coaching days delivered in FY12-13.
- Training Participation: There was an 87% increase in the number of participants served from FY12-13 to FY13-14. Over 13,000 participants engaged in one of the following services: eLearning, classroom training, and/or coaching.
- Curriculum Development: Ten new initiatives were launched within the region and 25 new curricula were developed. Topics included collaboration, facilitation, appreciative inquiry, trauma informed practice, and sexual exploitation.
- eLearning: 15 new eLearnings, and five new mobile apps were developed. Over 5,000 participants engaged in a PCWTA eLearning course, doubling the number of participants from FY12-13.
- Evaluation: Evaluation and transfer of learning are key parts of assuring quality training. The APPLI-33, a research-based tool that assesses a training's potential for transferring learning to practice, was used throughout the year. For Core trainings: the overall APPLI rating was 4.49 on a 5-point scale, the average satisfaction with training content was 4.65; and the overall satisfaction with trainers was 4.71. For advanced trainings: the APPLI score was 4.21; satisfaction with training content averaged 4.51, and trainer satisfaction averaged 4.69. It is worth noting that even with the sharp increase in the amount of training delivered, satisfaction and APPLI ratings increased over FY12-13.

KEY PRIORITIES FOR THE FUTURE

Priorities for the coming year include continuous quality improvement (CQI) for both service delivery and county improvements, continuing development of spectrum and spaced learning designs, developing more simulations and demonstrations to strengthen participant skills, and continued support for CORE 3.0 development and implementation. PCWTA is planning in-depth evaluations of spectrum delivery and implementation of Safety Organized Practice in the region and will be facilitating a deeper understanding of CQI to help counties improve practice while implementing better child and family engagement, improved and shared decision-making, and increasing awareness and knowledge about commercially sexually exploited children. Finally, PCWTA will be expanding our new partnerships with Los Angeles and Ventura counties.



SACHS



SACHS (*Southern Area Consortium of Human Services*) is a partnership between Southern California directors of county human service agencies and schools of social work. SACHS is funded by the Southern County Human Service Agencies of Imperial, Los Angeles, Orange, Riverside, San Bernardino, Santa Barbara, and Ventura. SACHS partners also include the School of Social Work directors from San Diego State University and CSU San Bernardino. SACHS provides a forum for directors to address strategic issues facing public human services via strategy discussions, research, policy development, executive development, and succession planning.

Issues addressed in round table discussions during this fiscal year included:

- Health Care Reform/Affordable Care Act/Covered California - Preparations for open enrollment; implementation; inmate enrollment; automation efficiencies; CalHEERS/SAWS interface; Mental Health Parity Act; transitioning from open enrollment.
- Child Welfare Services - 23-Hour Assessment Centers; Commercial Sexual Exploitation of Children (CSEC); implementation of Katie A.; Contracted Visitation Centers.
- Customer Service and Cultural Change - Including a presentation from the Child & Family Policy Institute (CFPIC).
- CalWORKs - Assessment tool and appraisals; expanded subsidized employment; family stabilization; semi-annual reporting; promising practices.

TECHNICAL ASSISTANCE

- Coordination of Research Objectives: Shared SACHS research products with California consortia and committees statewide.

RESEARCH/EVALUATION

- Consultation: Quarterly consultation for SACHS Directors including a Leaders' Circle discussion, and reports from the California Department of Social Services (CDSS) and the California Department of Health Care Services (DHCS).
- Research/Literature Reviews: Leaders In Action Evaluation Report (Year 9); 23-Hour Assessment Centers; Regional Data Analysis of After 18/Extended Foster Care Enrollment; Commercial Sexual Exploitation of Children.

KEY PRIORITIES FOR THE FUTURE

Future discussion items will include: In-Home Supportive Services/Coordinated Care Initiative; CSEC; Katie A.; Foster Care Recruitment and Retention; Human Resource Management; Health Care Reform.

Research efforts will include: Coordination with statewide CSEC Action Team research/recommendations; Human Services recruitment and retention strategies; public sector organizational change models and processes.



SERVE



SERVE: *Indigenous Social Workers for Change* supports the recruitment, retention and graduation of Native American and Alaska Native social workers in California. Funded in part by The California Wellness Foundation (TCWF) under their priority for Increasing Diversity in the Health Professions, the project works with students, Tribes, tribal organizations and schools of social work to recruit and support Native American and Alaska Natives interested in giving back to their communities as social workers. The ultimate goal is to improve the health and lives of Native people in Southern California.

In the past year, project staff have provided direct support to Native students; facilitated discussions between Tribes and Southern California universities on issues related to recruitment, retention and community needs; conducted training for faculty at Southern California schools of social work that supports cultural responsiveness; participated/facilitated multiple community forums, conferences and meetings on issues related to higher education and Native students; hosted college days and nights with the collaboration of Tribal Education centers, schools and universities; and successfully completed the first year of the retention, peer-mentoring program, *'Elymash Yuuchaap: Indigenous Scholars and Leaders Program* at SDSU for first time freshmen and transfer students.

The project is being run in coordination with funding received by San Diego State University School of Social Work from the California Social Work Education Center (CalsWEC), which focuses on recruiting Native American students into the Title IV-E program that supports degree bound social work students interested in public child welfare.

KEY PRIORITIES FOR THE FUTURE

Efforts next year will be to continue to build the capacity of schools of social work to support Native students; continue to support the efforts of Title IV-E Project Coordinators in Southern Region (Imperial, Inyo, Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara and Ventura counties) ; and continue to build a pathway for Native students to access higher education.



TRIBAL STAR



Tribal STAR (*Successful Transition for Adult Readiness*) incorporates current research and best practices to provide training and technical assistance to social workers, tribal ICWA advocates/social workers, State Court Judges, and court personnel in an effort to increase collaboration and ICWA compliance. Our goal is to ensure that tribal foster youth are connected to culture, community, and resources through comprehensive, competency-based, interdisciplinary training, and collaborative partnerships.

TRAINING HIGHLIGHTS

- Fifteen training days served 388 participants including five state court judges.
- Three forums reached 126 participants:
 - ⇒ The symposium *Elevating Child Welfare Practice: Through the Eyes of American Indian Adoptees* served 53 participants.
 - ⇒ Two Judges' Dinners reached 54 participants, and 24 state/tribal court judges.
- Two Los Angeles Stakeholder meetings reached 81 participants.
- The Annual Tribal STAR Celebration reached 73 participants.

Community Education Forums: Illuminated local promising practices via *Elevating Child Welfare Practice: Through the Eyes of American Indian Adoptees*, and *Champion Awards* showcasing ICWA-related achievements within the service area and was co-hosted by the Pala Band of Mission Indians.

ICWA: Let the Spirit Lead – for Bench Officers and Court Personnel: was the first Tribal STAR judicial training serving the juvenile dependency court judges and court personnel of both Riverside and San Bernardino counties.

Conference Presentations: Model ICWA Judicial Curriculum was presented at the NICWA Conference February 2014 in Fort Lauderdale, Florida.

TECHNICAL ASSISTANCE HIGHLIGHTS

- Consultation: Tribal STAR co-hosted quarterly Los Angeles ICWA Court Stakeholder meetings in collaboration with the Los Angeles ICWA Court, Judicial Council of California, Indian Unit of the Department of Child and Family Services, and the American Indian community. The goal was to improve ICWA-related outcomes and court-tribal relations. Tribal STAR also developed capacity in Fresno County by providing ICWA-related training and a Training for Trainers. Tribal STAR continues to participate in multiple local and statewide meetings including the State ICWA Workgroup and the 7th Generation Tribal STAR collaborative workgroup. Tribal STAR staff served as consultants for the National Resource Center for Tribes, and as faculty for the National Council of Judicial and Family Court Judges, and the National Resource Center for Legal and Judicial Issues. The bi-monthly e-newsletter, *Drumbeats* continues to reach more than 1,000 recipients every year.

KEY PRIORITIES FOR THE FUTURE

Tribal STAR plans to strengthen program capacity by documenting the training and technical assistance model, recruiting new trainers, and expanding training methods. Tribal STAR will continue to provide *Let the Spirit Lead: In the Best Interest of the Indian Child*, *the Other Side of ICWA*, *the Summit*, and the *Gathering* trainings to social workers, tribal ICWA advocates/social workers, the courts, judges, and court personnel.



ACADEMY FOR PROFESSIONAL EXCELLENCE

The Academy for Professional Excellence, a project of San Diego State University School of Social Work, was established in 1996 to support the health and human service community by providing a full range of organization development services including:

- Training (classroom, online, and field-based)
- Leadership Development
- Curriculum Development
- Training Evaluation
- Strategic Planning
- Capacity Building
- Needs Assessments
- Facilitation
- Research

MISSION

To provide quality training and organizational support to the health and human services community.

VISION

To inspire, nurture, and support those dedicated to improving the quality of life in our communities.

CORE VALUES

- Professionalism & Accountability
- Collaboration
- Innovation & Flexibility
- Integrity
- Diversity



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